

this bill become a law a co-educational institution would have been established. There is little doubt, as the sequence proves, that it was the co-educational feature which was largely responsible for the defeat of the measure.

One of the immediate results of the discussions in the General Assembly was to convince that body that the money expended in maintaining the eight Summer Normal Schools was not productive of the best results to the greatest number of people. The Legislature, therefore, authorized the State Board of Education to use the \$4,000 heretofore appropriated to those schools in a way that would secure a Teachers' Institute for every county in the State. Acting under the authority thus granted, the Board of Education employed two men who were to give their time and attention to conducting an active campaign, the purposes of which, as later defined by Dr. E. A. Alderman, were:

1. To *carry to the people* definite knowledge of the public schools, their conditions, their necessities, and the means for their betterment and increased usefulness.

2. To carry to the public school teachers, who could not otherwise obtain it, definite instruction in methods, school government, organization, and all the details of the teacher's work.

3. To acquaint themselves in every way possible with the conditions actually existing and to make such suggestions as would tend to perfect and increase the efficiency of the system.

The men selected to do this work were Charles D. McIver and E. A. Alderman, and in July, 1889, they entered upon the duties of their office. The close of the first year's work showed that during that time these men had conducted institutes of one week's duration at sixty county-seats, with a total enrollment of about 3,000 teachers; that they had delivered public addresses to audiences aggregating more than 25,000 citizens not teachers; and that they had sought by every laudable endeavor to stimulate and encourage the teachers